Nic Roome

Classroom Project

T/R 430-545

1)

* I will have a seating chart after the first couple of days and at the beginning of class I will quickly scan what seats are empty and record it.
* I will mark it down in an attendance book, and after a few days or a week I will put it in the computer.
* I will keep a folder of hard copies, but I will keep a special file on the computer with all interactions with parents so I have a record.
* I will have a binder with copies of all documents with kids with IEPs, special needs, and disciplinary things.
* Power Point, white board, various other materials
* I will first have a various seating chart because I never liked alphabetical

2)

* I will pass it back by rows in the beginning of class or the end
* I will usually will ask for papers as soon as class starts so I can see who the slackers are
* I will have make-up work set aside for students when they come to class and give it to them when I see they are back. I will have instructions in there but if they need clarification they can ask me after class or one of their classmates.
* It is the responsibility of the student to get make-up work to me so they can hand it to me before or after class. I will not ask for the assignment
* I will have all of the extra papers in a binder of materials. If a student is absent I will write his/her name on it and set it in a separate spot
* I liked in high school how the teachers gave out a packet with all of the materials for each unit so that is how I would do it
* Everything I will hand out will be 3 hole punched so I will have a binder with a section for grading broken up by period
* Paperwork
  + 3 passes will be given out at each semester start. They can use them to go to their locker or the bath room or be redeemed for points at the end of the semester
  + Detention forms I will store in my binder with the disciplinary things
  + Referral forms will go right next to the detention forms
  + School improvement plans will be in my safety binder
  + Crisis management will be posted around the classroom and by the exits. Along with hard copies of the procedures in my safety section of the binder
  + Phone numbers will be in the safety binder
  + Curriculum guides will be in my materials binder

3

* After I grade the stack of papers I will enter them into my grade book on my computer. After a few assignments if the school has a website I will load them onto there
* I will hand back papers as soon as I grade them, but if there is an online grade book they can check their grades there. If there is not, however, I will give them grade updates every unit or 2
* The student can give it for half credit the next day, quarter credit the next and there is nothing after that. I am not a big fan of late work so I will discourage it by making it not a lot of points
* I will go over majority of the assignments in class, but if I do not I will make the answers and myself available for questions

4

* I will have the labs set up before the students get into the class. While the students are finishing up I will oversee the clean up to make sure everything is the way it should be. After class I will make sure everything is where it needs to be.
* Make-up tests will only be allowed with an excused absence (note from teacher parent etc...) Videos seem almost pointless to make up, but labs will be made up after school
* During tests the chairs will be a little more spread out than normal

5

* I will have a binder for the sub that I can just transport the work from my materials binder or make plans based off them and place them in the Sub binder
* I will have a copy of the seating chart in the Sub binder
* I will have a watered down version of the lesson for the sub to teach... or if I know the sub is good I can just give them the real thing

6

* Coloring materials will be stored in a cabinet. A stapler and 3 whole puncher will be available near the front or side of the room. A pencil sharpener will be on the wall or by it near an outlet

7

I have a big imagination but don’t really like a cluttered room because it is distracting. I will have a giant physical map of the world on one wall because I just think that would be dope. I would have an overhead project that can connect to my computer or other media player, a couple white boards, and a smart board. As far as seating goes I would have a semi circle broken into columns like sun rays with no more than 4 in a row but optimally 3 with my desk by the chalk board in the front of the room. I would have various science related posters and things I think are cool on the wall, but like I said before not too many.

Mr. Roome’s Guide to the Study of Life

Email: nfroome@hotmail.com Open period: 4

Phone: (847) 387-1199

Welcome to the start of your new biological endeavor that shall change the way you view the world around you. (There is much more going on than meets the eye) We shall cover topics ranging from the GIANT dinosaurs to the tiny bacteria.

Guidelines In order for there to be a great experience everyone has to start and remain on the same page; here is the page I am referring to.

1. Respect- this is the most important part of these guidelines and will have no tolerance for students breaking this guideline. Students will at all times respect other students, faculty, and themselves. Includes:
   1. NO talking while anyone else is
   2. Don’t insult/mock another person
   3. It is OK to disagree, but say why you disagree
   4. BE ON TIME
2. Participation- I know there are students that like to participate and there are students that do not like to. I will however make sure that every student participates in class so the more willing you are the better the class will be. Since everyone is going to obey guideline #1 there is no reason anyone should be shy.

Grading

1. 100-90% Test: 30%
2. 89-80% Quizzes: 20%
3. 79-70% Homework: 20%
4. 69-60% Labs: 20%

F- 59-0% Habits of Work: 10%

Habits Of Work Basically keep all your points for following the guidelines. You will get points taken away from your bank if you don’t follow the guidelines. Possible reasons for points being taken away:

* Tardiness
* Truancy
* Rudeness/Disrespect
* Majorly unprepared (no binder + no pencil + no book = no good)



Materials Required

* 3 Ring Binder
* Dividers
* #2 Pencils
* Pen (Blue or Black)
* Coloring utensils (preferably colored pencils)

Late Work I do not like late work. If you do not hand in the assignment at the beginning of class on the due date then it is worth 50% of the total points 1 day after. After the next day it is 25% and I will not take it more than 2 days late. However I understand there are occasional exceptions but I will need this verified with proof. (Ex. Parental note, proof of hospital visit)

Absent Work Not even I have a perfect immune system and I know people occasionally get sick or are out of school for an extended period of time. If you are gone for 1-3 days I will have your papers that you missed ready for you. They will have due date on them on by when they should be completed. However if this absence is extended beyond 3 days I would like some type of notice of what is going on so I can plan accordingly what to do.

TECHNOLOGY

As stated above I would have a projector and white board for presentation technologies. I could use the white board to write down the information and use the overhead projector to use Power Point as a visual aid. The smart board and small dry erase boards for students are engagement technologies because they are able to concretely demonstrate concepts. Computer/internet is a way for me to communicate with the class whether it is through Wikipedia or a school sponsored website. This allows us to use the great thing Al Gore invented for us to communicate with students easily and on my own time.

Classroom environment

I want my students to feel as if they are in a fun and comfortable place where it is open to discussion and curiosity. I want to try and get them to relate what is going on in the world to the concepts they are learning in class and to ask me questions and discuss these topics with everyone. I want everyone to feel their opinion is valid and will not be afraid to voice it. In order to achieve this one thing I feel strongly about is the benefits of positive reinforcement over negative feedback. I feel as if not responding to bad behaviors and praising and rewarding good behaviors will create an atmosphere of being good instead of not being bad. Disrespect is something I will not tolerate though so if I see a student mock or belittle another student I will definitely intervene at some level whether it is a verbal warning to a mediation with all involved. Discipline for bad behavior will range from a verbal reprimand to detention depending on the situation. I do feel, though, that communicating with the student creating problems individually will usually create the best results. Transition times are important to staying on your plan so going over lessons beforehand will help with transition times. Naturally transitions will be better at the end of the day because it has been done multiple times before.

My students will need to be trained to be in their seats and with all materials assembled and ready to hand in an assignment (if there is one) and having read the book if required to when the bell rings. They will also need to be trained to be respectful, but that is it things will run smoothly if those things are met. I will accomplish this by making these points very important the first few weeks and reward the behavior periodically throughout the semester/year.

* Excessive talking will start with a warning, then go to separation, the hall, and ultimately the deans
* A few tardys will just lose the student points
* Excessive tardiness will have to be dealt with individually to see why this person is missing so many classes
* This one is hard but I just have to be as entertaining and make it as relatable for them as possible. Ask them what they like so maybe I can draw analogies that they like
* Failure to do homework results in a lower grade that is their responsibility
* Talking back will depend on the situation but I take that as a sign of disrespect so I would probably kick them out if it is bad enough. If it is minimal then I will not respond because it’s no fun for them (I know)
* Student on student harassment was covered above with talking to the students involved and seeing if I can solve it with them or I need outside assistance
* Theft is taken seriously and if I have proof I will take it to the dean
* Cheating will result on a 0 so will copied work on labs
* I trust everyone until they lose that trust and once it is gone it is hard for them to get it back
* No home computer I would tell them to go to the library during lunch or after school. If that is a problem I can print out the assignments or limit computer based assignments for that student.
* If someone is texting/tweeting I will take their phone from them and they can get it after class the first time but at the end of the day after that

The first day I will use as more of an icebreaking day and not introduce anything but myself and the students to each other. I will start by introducing myself where I went to school what I like to do etc… then I will go around the room and have each person say their name, Jr. High, what is their favorite organism, what they did over break. Since this is a half day that should take up the entire time. The second day I will start by going over the syllabus and rules of the class. I will pass out books, introduce them to the units we will be doing and just have them go through the book and write down 3 topics they think would be interesting. The third day I would just go into the material.

